NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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November 2003

NATIONAL CHILD DAY

November 20

November 11

WE REMEMBER

National Child Day

by LESLEY-ANN BROWNE

The cover of this issue of *The Bulletin* focuses on two events during the month of November. While most of us are familiar with the significance of Remembrance Day and the importance of remembering those who fought for our rights and freedom, there does not seem to be the same awareness of National Child Day.

National Child Day (NCD) is an annual event that is celebrated on November 20 each year. It is a special day to honor and respect children and youth. This date was designated National Child Day in 1993 by the Government of Canada to commemorate the United Nations adoption of two landmark documents centered on children and their human rights. These documents were the United Nations Declaration of the Rights of the Child, and the United Nations Convention on the Rights of the Child. The rights of children and youth are outlined in the Convention and the document was adopted by the United Nations on November 20, 1989, which is why this date was later chosen to celebrate National Child Day.

Several years ago I was part of a committee to organize celebrations for National Child Day. The committee was made up of representatives from various organizations including the Human Rights Association, the Association of Early Childhood Educators, Canadian Heritage and others that had children's rights in their mandate. The goal was to have ongoing public education activities to raise awareness about human rights issues that affect children. The committee has since discontinued its activities for numerous reasons. But National Child Day is still celebrated in many areas throughout the province and across Canada. One of the several projects that I was part of was a poster that contained excerpts from the Convention on the Rights of the Child. The poster listed the rights of the child as happiness, love, understanding, peace, dignity, tolerance, freedom, and equality. It was well received and I still see it posted in many schools throughout the province.

The Convention on the Rights of the Child outlines responsibilities of governments, families, and caregivers, as well as the rights of the child. The Convention is an international document that outlines the social, economic, cultural, civil and political rights that children should have. All children and youth have undeniable rights, which can be defined as those basic things that are necessary to live and grow with dignity as human beings. For example, children have rights to education, a supportive family, an adequate standard of living, clothes, housing, and to protection from all forms of harm, abuse and mistreatment.

It can be argued that we have much work to do in the area of the rights of the child. Children's issues cover a broad range of concerns. It is encouraging to see that work is being done on behalf of children every day like that through the provincial Office of the Child and Youth Advocate and certainly by our teachers, as they are the greatest advocates for the cause of children. It is great to see recognition for the rights of the child even though it is designated for only one day.

THE bulletin

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Introducing Our Executive

Sean Noah, Table Officer

Sean Noah was first elected to Provincial Executive four years ago and has been involved with numerous committees within the Association. These include chairing Group Insurance Trustees, Pooled Investment Fund Committee and Group Insurance Market Review. He was a member of these committees before taking on the role of chair and has also been a member of Province-Wide Vote Committee, Finance and Property Committee, Communications Committee, the EAP Committee, and the Pension Administration Committee. He has been President and Vice-President of both the Exploits Valley Branch and the Labrador North Branch. Early in his career he was also an NLTA school representative. He has been teaching for over 21 years and is presently a teaching-principal at Avoca Collegiate in Badger.

Sean is currently a Table Officer of the Provincial Executive, as well as chair of the Group Insurance Committee, the Pooled Investment Fund Committee, and he is NLTA representative on the Group Insurance (Collective Agreement) Committee.

Marilyn Bennett

Marilyn Bennett was elected to Provincial Executive in the spring of 2003. She was President, Vice-President and Treasurer of the St. John's Centre Branch, an NLTA school representative for many years, and very active in organizing teacher activities. Marilyn has been chairperson of the School Board-Teacher Liaison Committee, member of the Host Committee for BGM/AGM and CTF, and chairperson of Hospitality when the CTF Annual General Meeting was held in St. John's. She revived and expanded the Tri-Branch Committee and was very active on NLTA standing committees such as Political Action, Teacher Welfare, and Field Services.

Marilyn is a Grade 6 teacher and an elementary Special Education teacher at Bishop Abraham School in St. John's. She chairs the Communications/Political Action Committee of the NLTA and serves as the NLTA representative on the Educational Leave Committee.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

Janine Foley

ST. JOHN'S

NLTA Memorial University Scholarship awarded

Janine Foley of St. John's has been named 2002-03 recipient of the Newfoundland and Labrador Teachers' Association Scholarship. Ms. Foley is currently attending Memorial University and will convocate in May with a Bachelor of Education (Primary/Elementary) with a focus area in Science and a Bachelor of Arts (Sociology/Anthropology Major, Psychology Minor).

Throughout her university career, Janine has been named to the Faculty of Education Dean's list and has recently completed her internship at the Harlow Campus of Memorial University. While attending university, she has worked as a childcare assistant and more recently as an Early Childhood Educator at the MUNSU-MUN Childcare Center.

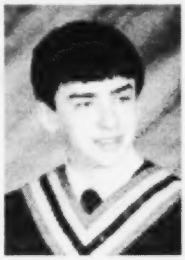
The NLTA Memorial University Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The award is made by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

NEWFOUNDLAND AND LABRADOR

NLTA Scholarship winners announced

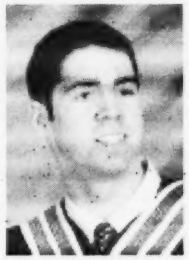
Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2002-03. They are: Matthew Flynn (Booth Memorial High School), son of Patrick Flynn, St. John's; Gaetan Kenway (Marystown Central High School), son of Morley Kenway, Winterland; David Lewis (Roncalli High School), son of Carol Ann Lewis, Avondale; Daniel McKay (Stephenville High), son of Derrik McKay, Stephenville; Cassandra Rideout (John Burke High School), daughter of Wayne Rideout, Grand Bank; and Mark Sheppard (Carbonear Collegiate), son of Bonnie Sheppard, Harbour Grace.

The scholarships are awarded annually to dependents of active, retired, disabled, or deceased members of the NLTA and are valued at $1,000 each. Awards are based on achievement in the scholarship exams administered by the Department of Education and are made in accordance with the Schools Act (Scholarship) Regulations.



Matthew Flynn

Gaetan Kenway



David Lewis

Daniel McKay

Cassandra Rideout

Mark Sheppard

Schools raise money for cancer research

On October 5 this year, nine schools in the province took part in the Canadian Breast Cancer Foundation CIBC Run for the Cure. This year marked the largest participation of schools in the Run for the Cure's school team challenge. This challenge is awarded to the school team that deposits the most donations by Friday, October 3.

Holy Spirit High School in Manuels won the school challenge award this year raising an amazing $6,900. This was the seventh year in a row that the school raised the top amount of money for breast cancer research. Second place went to Ascension Collegiate in Bay Roberts who raised $2,200 and had over 45 staff and students participating. Close behind in third place was Villanova Junior High in Manuels with over $1,800 in donations, an excellent job for their first year participating.

Allison Kirkland, a teacher at Holy Spirit and also a member of the CIBC Run for the Cure organizing committee, would like to thank the following people for their hard work and dedication to this worthy cause: Len Cowley and Darleen Howard, Holy Spirit; Valerie Howlett, Ascension Collegiate; Mike Dinn, Villanova Junior High; Joanne Butler, Rennies River Elementary, St. John's; Sandra Sheppard, St. Andrew's Elementary, St. John's; Ann Connolly, St. Peter's Elementary, Mt. Pearl; Katherine Bussey, Beaconsfield Junior High, St. John's; Wanda Hand, Paradise Elementary, Paradise; and Susan Jackman, Virginia Park Elementary, St. John's.

The Holy Spirit school team proudly accept their award in the 2003 CIBC Run for the Cure's school team challenge.

If you would like to find out more about how to get involved in next year's run on October 3, 2004, please call Allison Kirkland at 709-739-5079 or email at allison.kirkland@nf.sympatico.ca.

LABRADOR STRAITS

Applications sought for Marilyn Belben Memorial Scholarship

This year marks the 20th anniversary of the Marilyn Belben Memorial Scholarship in the Labrador Straits. In 1981, Marilyn was tragically killed in an automobile accident on the Northern Peninsula. She had been teaching in Gunner's Cove.

Through the fundraising efforts of many friends and colleagues, a memorial scholarship was developed in Marilyn's memory. This $250 scholarship is awarded each year to a student from the Labrador Straits who is beyond their first year of post-secondary education.

The deadline for applications is the end of the school year and awards are presented by the individual school at Awards Night. Twenty awards have been presented to date, and Timmy O'Brien of Lanse au Loup was the most recent recipient. Students are selected based on criteria including academic standing, financial need and extra-curricular activities and community involvement at university or college.

The Northern Light Branch of the NLTA administers the scholarship applications, selection of recipients and the security of the fund.

"The Belben and Hynes families would like to thank the Northern Light Branch of the NLTA for their continued administration of this scholarship," says Eric Belben, representative for the Belben and Hynes families. "We would also like to thank all those, past and present, who committed time and effort to raising funds. You have honoured and continue to honour the memory of our sister and daughter."

CANADA

Submission sought for Roderick A. Macdonald Contest

The Law Commission of Canada is launching its third annual Roderick A. Macdonald Contest. The theme for this year's contest is "Work that works!". Youth workers are highly vulnerable in today's labour market. Many experience work conditions that put their well-being at risk and they feel powerless to do anything about it. The Law Commission would like to hear about your students' concerns as well as their ideas for changing the laws and policies that deal with work in Canada.

(cont'd. on page 6)

The contest is open to all students in their last two years of high school. Entries can be made in either of two categories: (1) Written – collection of personal stories or interviews, diary, short story, or research report; or (2) Visual – video, photo journal or visual art with captions/quotes, or poster.

Prizes will be awarded for English and French submissions in each of the two categories: $500 first prize; $350 second prize; $200 third prize. Where a teacher has submitted a first prize-winning entry, the Law Commission of Canada will contribute a matching prize to that school.

Entries should be submitted electronically, if possible, to Info@lcc.gc.ca or by mail to the Law Commission of Canada, 11th floor, Trebla Building, 473 Albert Street, Ottawa, ON, K1A 0H8. Please clearly indicate in the subject line or on the envelope "Roderick A. Macdonald Contest". The deadline is 5 p.m. (EST) on April 30, 2004. Detailed rules can be found on the Law Commission of Canada's website at www.lcc.gc.ca.

Applying for EI benefits on the Internet

Human Resources Development Canada (HRDC) is accepting applications for Employment Insurance (EI) benefits on line.

It's secure – your information is protected with the same level of security used by banks for their online services.

It's convenient – the online application is available 24 hours a day, 7 days a week. Apply any time, day or night from wherever you access the Internet.

It's easy to use – follow the step-by-step instructions. The online help feature offers additional information.

EI electronic applications are part of the Government of Canada's efforts to bring services on line to all Canadians by 2004.

For more information, call Insurance Telemessage during business hours at 1-800-206-7218 and press "0" to speak to a representative or visit the HRDC EI website at www.hrdc-drhc.gc.ca/ei.

NLTA AWARDS 2003-04

Each year your Association honours several of its members with four prestigious awards. Please take a moment to read about them. If you feel that someone within your school qualifies for nomination for one of these awards for the 2003-04 school year, please contact your school representative who will forward the name and information on this person to your branch president or the appropriate special interest council president.

Special Recognition Award

This award was instituted by Johnson Incorporated to recognize the 100th Anniversary of the NLTA. It is presented annually to an active member of the Association who, while a teacher in the province, has made a major contribution to the **cultural, social and/or community life** of Newfoundland and Labrador. The award recognizes contributions in the areas of the arts (music/literature/visual arts), community service, and/or municipal politics. All nominations must be **received at the NLTA Office by January 15th.**

Allan Bishop Award

This Award was also established during the NLTA Centennial Year to recognize outstanding service to NLTA at the **provincial** level and it is named after former NLTA President and long-time staff member, Allan Bishop. The award is open to any active or life member of the Association, except that current members of the Provincial Executive are ineligible for the award and a provincial past president is ineligible for the award within three years of his/her presidency. Nominations must come from branches or special interest councils and must be **received at the NLTA Office by January 15th.**

Bancroft Award

This award, named in honour of James Frederick Bancroft, the first president of the NLTA, was established in 1980 during the 90th anniversary of the Association. The award was established to recognize the outstanding service given to **branches** by the dedicated and talented teachers whose efforts have helped make NLTA the strong association it is today. Nomination forms must be **received at the NLTA Office by January 15th.**

Barnes Award

This award was established in 1987 and is named for Dr. Arthur Barnes, a long-time supporter of the Association, who, in 1920, became the first Minister of Education. The award is open to any member of the NLTA who is either active in the special interest council structure of the Association and/or who has made a significant contribution in the area of **professional or curriculum development**. All nominations must be **received at the NLTA Office by January 15th.**

All nominations for the above Association awards must be made on the proper nomination form which can be obtained from your local branch president or the NLTA Office and must be submitted by the deadline indicated in order to be considered.

EDGAR PITTMAN, 1950 – 2003

On September 12, 2003, family, friends, colleagues and students were shocked and deeply saddened by the sudden death of Edgar Pittman, a former teacher and principal of Pistolet Bay School in Raleigh.

Edgar was born in St. Paul's in 1950. In 1972 he graduated from Memorial University with a B.A., B.Ed. and in 1987 he completed an M.Ed in Curriculum Development. In 1974 he married Faye Taylor of Raleigh and had two children, Shannon and Justin. He retired from the teaching profession in June 2002. In March 2003 Edgar, and his wife, Faye, took a replacement teaching position at Hall Beach, Nunavut, with plans to return there for the 2003-04 school year.

Edgar was a valued and well-respected colleague and mentor who had an impact on his students as well as the colleagues with whom he worked. In his quiet, gentle way he was always considerate of others and had something positive to say about everyone.

Edgar was involved in the Aurora Branch of the NLTA, serving in just about every Executive position, including President, and on many committees. He was also very active in the community, serving on the Town Council of Raleigh, Come Home Year 1996 committee, L'Anse aux Meadows and Area Economic Development Committee, Petit Nord Development Corporation, Friends of Burnt Cape Ecological Reserve Committee, and a member of the Grenfell Regional Health Services Research Review Committee. Edgar was also very dedicated to his Church. He chaired various committees, and as Lay Reader, kept the Anglican Church going within the community. Edgar's greatest love and dedication, however, was to his family with whom he enjoyed time at the cabin, snowmobiling, skiing, or hiking. There was also a very special place in his heart for his two granddaughters.

Edgar made the world a better place and he enriched the lives of all who knew him. Our loss is Heaven's gain. He will surely be missed.

(Submitted by friend and colleague Cyril Taylor)

EDWARD PATRICK WALSH, 1931 – 2003

Edward Walsh passed away in the company of his wife and children on Easter Sunday, April 20, 2003.

Edward was born in Bay de Verde and received his early education at St. Mary's School in that community. After attending St. Bonaventure's College and Memorial University, he began his teaching career in St. Ann's School, Red Head Cove. For the next 38 years he taught at Red Head Cove and Bay de Verde, and it was from St. Joseph's Central High in Bay de Verde that he retired in 1986.

During his long teaching career he touched the lives of his many pupils in a very positive manner. The classroom was his domain and he never aspired to work in any other place. It was the classroom that he loved, and consequently, it was here that he excelled.

Even though Edward kept his profound religious beliefs and strong moral values on a very personal level, these attributes filtered through in his teaching. These values, along with the pedagogical skills that he developed over the years, made him a classroom teacher to be emulated. The respect shown him by the generations that he taught is a testament to the high esteem that he achieved as a teacher.

Edward will be long remembered and sadly missed by his wife Carmel, his sons Barry (Marlene), Desmond (Carlie), daughter Lisa, and will always have a very special place in the hearts of his grandchildren Ryan, Caroline and Hunter. He will also be missed by his extended family and a large circle of friends.

(Submitted by friend and colleague Gerald Riggs)

Occupational Health and Safety Committees

by PERRY DOWNEY

As we begin a new school year, a different, but much awaited process has started to unfold: the formation of Occupational Health and Safety Committees (OH&S) or Worker Health and Safety Representatives (WHSR) in all schools throughout the province.

Some of you may be aware that the Provincial Government introduced new legislation that required all employers in the province to establish OH&S Committees or Worker Health and Safety Representatives at every workplace. This new legislation became effective on January 1, 2001 and is being used to establish OH&S Committees and Worker Health and Safety Representatives in all workplaces in the province.

The formation of such committees at the district and school levels began in earnest in early September when officials from the Department of Education began scheduling and conducting a series of training seminars within each school district with a clear intention of providing training to as many board-based and school-based OH&S Committees and WHSR as possible during the current school year. To assist school boards with the formation of school-based Committees, Department of Education officials have informed each school board of their legislative requirement and how this new process is expected to unfold.

In a September 11, 2003, memo forwarded to all Directors of Education from Mr. Robert Young (Assistant Deputy Minister of Education), a clear direction was given to each school district with respect to schools with ten or more employees. The memo suggested that where there are ten or more employees employed at a workplace (school), each school-based Committee should be comprised of four members, i.e., a student assistant representative, a teacher representative, a support staff representative and the school principal. Section 37 of the Occupational Health and Safety Act states: *Where ten (10) or more workers are employed at a workplace, the employer shall establish an Occupational Health and Safety Committee to monitor the health, safety and welfare of the workers employed at that workplace.*

The memo also indicated that the principal of the school would assume the role of "Management/ Co-Chair" on the Committee and the employee members selected to serve on the Committee were responsible for selecting the "Employee Co-Chair".

Section 38 (3) of the Occupational Health and Safety Act states: *The persons representing the workers on the committee are to be elected by other workers at the workplace or appointed in accordance with the constitution of the union of which the workers are members.*

It is therefore important that each teacher representative on the school-based OH&S Committee be selected by the teaching staff through a process that provides all staff members the opportunity to serve as the teacher representative, if she/he so desires. A similar selection process should be implemented in schools with fewer than ten employees in order to select the Worker Health and Safety Representative. Section 41 (1) of the Occupational Health and Safety Act states: *Where less than ten (10) workers are employed at a workplace, the employer shall ensure that a worker not connected with the management of the workplace is designated as the worker, health and safety representative to monitor the health, safety and welfare of workers employed at the workplace.*

Since, in many schools throughout the province, employees are represented by the Newfoundland and Labrador Teachers' Association and/or the Newfoundland and Labrador Association of Public and Private Employees (NAPE) and/or Canadian Union of Public Employees (CUPE), it is important that all employee groups be involved in the selection process of the school's WHSR.

As stated earlier, an official from the Department of Education is currently visiting each school district and engaging in OH&S training. For workplaces (schools) with fewer than ten employees, the employer shall provide and pay for the training of the WHSR; for workplaces where there are 10 to 49 employees, the

employer shall provide and pay for the training for both the Management Co-Chair and the Employee Co-Chair; and for workplaces where there are 50 or more employees, the employers shall provide and pay for the training for all members of the OH&S Committee. The training session shall occur during the regular workday. Also, *meetings of a committee shall take place during regular working hours at least once every 3 months and a worker is not to suffer loss of pay or other benefits while engaged in a meeting of a committee.* (Section 40, OH&S Act)

Since the formation of OH&S Committees and/or WHSR at both the board-based and school-based level is in its infancy stage, we do anticipate some growing pains. However, as the process unfolds, every attempt will be made to clarify and to ensure that everyone's legislative obligations are met. Currently, the Department of Education has established an Occupational Health and Safety Coordinating Committee to assist in the implementation process. Members of this Committee are Mr. Otto Ryan (Department of Education), Mr. Perry Downey (NLTA), Mr. William Lee (NLSBA), Ms. Vina Gould (NAPE), and Mr. Robert Wells (CUPE). Members of this Committee are monitoring the process and providing the necessary support to ensure that the process occurs in compliance with the legislation.

Throughout September and October, the NLTA has attempted to ensure that all schools throughout the province are in the process of formalizing their committees. Once committees are established, a list of members, along with their position on staff, should be forwarded to the NLTA office. The information received will be entered into a database to ensure that Committees have indeed been established, as well as to provide the NLTA with the appropriate names for contact purpose.

If you have any questions or concerns regarding Occupational Health and Safety or the formation of Occupational Health and Safety Committees, the appointment of employee members to the committees, and/or the appointment of WHSR, please contact your representative on the Co-ordinating Committee, Perry Downey, at 726-3223 or 1-800-563-3599, ext. 226.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

How Positive is Your Self-Image?

by KATHY TAYLOR-ROGERS

How we see ourselves is very important and plays a pivotal role in many aspects of our lives. The more positive our self-image is, the more likely we will be to take chances and do those things that may be a little anxiety-provoking, such as applying for a promotion or new job, volunteering to make a presentation or getting to know new people. Unfortunately, a negative self-image prevents us from achieving our true potential.

As human beings we have a natural tendency to critically analyze what we do and question whether we are doing what we are doing well enough. Some degree of critical reflection is normal and healthy. It is when we become overly critical of everything that we do, how we look and how we think that we are perceived by others, that we can experience serious difficulties with our self-esteem. This in turn negatively impacts other facets of our lives. A lot of this type of criticism of ourselves is done on a subconscious level. Sometimes we forget that we have the power to define who we are and then change that definition if we do not like it. Changing self-perception is not an easy task but it is quite possible. Judging ourselves too harshly and then rejecting who we are is very painful and can cause enormous damage to our self-esteem or self-concept. This is where the phrase, "We are our own worst enemy", rings true. This makes it important to raise this type of behavior to a conscious level so that we can analyze it and change it.

The first giant step in changing self-concept is being able to recognize that we have become too critical of ourselves and become willing to learn how to stop our inner voice from overly critical "self-talk". In most cases the critical self-talk for those individuals with a poor self-esteem is very distorted and the criticism does not "fit" the situation. We can use broad "put downs" such as "I'm lazy" or "I'm no good" or "I'm stupid", when we encounter difficulty in one specific aspect of our lives. This is too harsh because we are inferring that we are no good at anything, when in fact we are probably just not as good as we would like to be at one particular thing. Realistically, no one is perfect at everything. In order to overcome this tendency to be overly critical it is important to begin to identify when you are judging yourself too harshly, analyze why this is a distortion and replace this critical "self-talk" with more reasonable labels for the situation. An example might be when you realize you forgot to take the garbage out on garbage day and your critical voice says, "I am so stupid". When you analyze the situation, you recognize that forgetting something does not mean that you are stupid. Maybe you just need to come up with a system the night before garbage day that reminds you to take the garbage out the next morning. This is a simple example, but in most cases we can take any instance of overly critical "self-talk" and analyze it to determine where the distortion is and how it should be changed. Sometimes upon critical reflection we may learn about aspects of our personality or behavior that we can improve upon in order to boost our view of ourselves.

"Some degree of critical reflection is normal and healthy. It is when we become overly critical of everything that we do, how we look and how we think that we are perceived by others, that we can experience serious difficulties with our self-esteem."

An important step in raising self-esteem is spending time reflecting upon our strengths. Have you ever sat down and done a personal inventory of all of the good qualities that you possess? Most of us do not take the time to reflect upon our strengths and the aspects of our personalities that people admire in us. Often our perceived "negative" qualities or flaws overshadow our many positive qualities that we may possess, such as patience, kindness, generosity, compassion, organizational skills, leadership, positive parenting, good cooking

skills, hardworking, punctual, positive outlook, competent, sociable, creative, independent, funny, good listener, good communicator, good mediator, flexible, entertaining, responsible, neat, dependable. The list is endless but we need to take "time out" to reflect and do an honest assessment of our strengths and all of the wonderful qualities that we offer ourselves and those around us.

We are so busy in our lives that we neglect to spend necessary time critically reflecting on a conscious level to determine whether we need to make personal changes that would enable us to think more positively of ourselves and therefore feel better about whom we are. Critical reflection is a process whereby we consciously stop and take time to critically reflect upon our lives. We take time to identify our assumptions that form the basis for our actions. As a part of this process we need to acknowledge reality and consider whether there are other possibilities for how we could make changes that would enable us to feel better about our life. Critical reflection is all about taking control and acknowledging our strengths and our weaknesses and making conscious decisions regarding changes to self that will in turn improve our self-concept. This is very different from the subconscious, overly critical self-talk that we allow to negatively influence our lives. As professionals we may be very competent but not feel confident. The opposite can also be true and we may feel confident within our professional life but lack confidence within our personal life. It is important to use critical reflection to raise these issues to a conscious level in order to take control and make the changes that are needed in order to raise our confidence both on a personal and professional level.

As teachers we often have a powerfully positive impact on the children that we teach without even recognizing or realizing this impact. Too often we get brought down by the negative challenges that come up during the day and we lose sight of the positive influence that we have daily in the lives of so many. Positive self-esteem is extremely important, as we need to love and accept ourselves before we can recognize the love and positive influence that we can have on others. It is important to take the time to reflect upon the gifts and strengths that we have to offer. Recognizing these gifts will help us to build upon them and strengthen them, which will assist us in feeling better, about who we are.

Kathy Taylor-Rogers is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Kathy Taylor-Rogers (ext. 242) or Marie Wall (ext. 265).

NLTA Concerns About Educational Leave

by MARILYN BENNETT & BEVERLEY PARK

During this school year, more than 60 teachers will take advantage of paid educational leave. But for everyone who was fortunate enough to be granted leave, there is an equal number and more whose applications for leave were denied. Recent changes to the collective agreement have meant gains for those awarded leave. The rate of pay is now 80 percent as compared to the 66⅔ up to 2002-03. There is, however, a loss in that there are fewer leaves awarded. The simple fact is that there are now not enough leaves for all those who wish to pursue their studies. This says a lot about the level of professionalism of teachers in this province and their ongoing quest for excellence. It also points to the need for more paid leaves.

This high demand for paid educational leaves means difficult decisions for the selection committee. Your NLTA representatives on the Educational Leave Committee are a part of those tough choices – some which are contrary to the fundamental principles that we, as an organization, believe in. For example, as a professional association, NLTA espouses the principle of lifelong learning. Yet, in this climate of competition, teachers who have a Grade 7 certificate have a lesser chance of being awarded paid leave than those whose study will give them a certificate upgrade. This seems to imply that once you have achieved a certain level of education there is no expectation or no need for further learning. Thankfully, these teachers embrace continuous learning as an integral and essential part of being a professional. Furthermore, without any financial assistance, many of them earned their degrees and certificates through personal sacrifice, undertaking part-time study while continuing to work or undertaking study during their summer holidays.

A second reality is that with the considerable restructuring in the system over the past few years, many teachers have been forced into teaching assignments outside their original area of training. While NLTA believes that positive renewal can result from a change within the profession, we also recognize that such career changes, whether they come by choice or out of necessity, require support. Again, in this circumstance, there is little chance that the teacher will be awarded leave if he or she holds a Grade 7 certificate.

Last year, when teachers were notified of leaves being granted and denied, many spoke out strongly about these perceived injustices. While the Committee listened to your legitimate complaints, we struggle with an alternative. In March 2004, your NLTA representatives will once again sit down with the other members of the Educational Leave Committee to determine a fair distribution of the too-few leaves to the too-many well-deserving teachers. We are looking ahead as to how to respond to the issues you have raised anticipating that there will be more applications than available leaves.

Consideration is being given to developing an assessment tool to try and somehow weigh the many factors that make for a balanced and equitable decision. It has been suggested that we give some further consideration to those teachers who already have Grade 7 and who wish to continue their studies recognizing that they should be given more than just encouragement.

As the Association prepares for collective bargaining, paid educational leave is one area in which the Collective Bargaining Committee is considering. In the meantime, we welcome your thoughts on the process and your input as to how we can best represent you when it comes time to make important decisions on your behalf.

Marilyn Bennett is a Provincial Executive Member of the NLTA and the teacher representative on the Educational Leave Committee. Beverley Park is an Administrative Officer with the Professional Development Division of the NLTA.

Applying for Educational Leave

Academic Year 2004-05

Article 20 in the Collective Agreement (Article 31 in the Labrador West Agreement) establishes the parameters for paid educational leave. A "leave" is defined as one full university semester, with the exception of the spring semester/third term (May-June), which is considered a half-leave. While on paid educational leave, teachers receive 80 percent of their salary.

There are a total of **62.5** leaves available for teachers covered under the Provincial Collective Agreement; there are **3** leaves available for those teachers covered under the Labrador West Collective Agreement.

The Application Process:

- Teachers must be employed in this province for five years or more (by the end June 2004) to be eligible for paid educational leave for the 2004-05 school year.
- Application is made **to the District.**
- Districts may rank applications according to District needs.
- Districts must forward applications to the Department of Education by February 1.
- **DISTRICTS OFTEN HAVE AN EARLIER DEADLINE. CHECK WITH YOUR DISTRICT OFFICE.**
- **Applications received after February 1 will not be considered.**

The Decision-Making Process:

- A committee with representation from the Department of Education, the Newfoundland and Labrador Teachers' Association and the Newfoundland and Labrador School Boards Association makes decisions on granting of awards.
- The committee makes its selections by March 1 of each year.
- Successful applicants are notified by March 30 by the Committee Chair, Mr. Gary Hatcher.
- In making its decision, the Committee considers several criteria including, but not limited to:
  - ✓ The educational needs of the District and rankings as recommended by the Director.
  - ✓ Whether the applicant has had paid leave in the past.
  - ✓ Current certificate level.
  - ✓ Whether study during leave will lead to a certificate upgrade.
  - ✓ Whether the applicant's job is at risk without re-training/upgrading.
  - ✓ Program of study (teacher supply and demand/program restrictions).*

No one factor of those listed in the above criteria dominates the Committee's final decision. Each member of the Committee, after thorough discussion of all the factors and after reviewing in detail the information on each applicant, has input to the final selection. Every effort is made to apply the criterion in a consistent fashion, and some aspects of the procedure may be computer assisted.

***If a successful applicant changes his/her planned program of study from that indicated on the original application, the application must be reconsidered by the Selection Committee.**

Policy Regarding Awarding of Educational Leaves

(1) The maximum leave to be awarded any one teacher shall be 2½ university semesters.

(2) Leave shall normally be awarded for a duration of 1 or ½ university semesters.

(3) A teacher will be eligible to receive an additional award five years after receiving an award.

(4) Notwithstanding the above, a teacher may receive additional awards if that teacher is pursuing a program of studies at the request of the Educational Leave Committee or a program of studies which the Committee has identified as one to receive priority.

(5) In any given year if the number of leaves available exceeds the number of "first-time" applicants, the additional awards will be given to applicants who have received an award previously.

Article 20 – Educational Leave
[Article 31 – Lab West Agreement]

20.01 [31.01] Subject to the other provisions of this Article, a teacher who has been employed in Newfoundland and Labrador as a teacher for five (5) years or more may be eligible for Educational Leave up to one (1) year.

20.02 [31.02] There shall be an Educational Leave Committee consisting of five (5) members, two (2) of whom shall be appointed by the Newfoundland and Labrador Teachers' Association.

20.03 [31.03] Teachers who are eligible for Educational Leave and who wish to obtain such leave, shall make application to the School Board. Only applications which are approved by the School Board shall be forwarded to the Educational Leave Committee.

20.04 [31.04] Prior to January 1 each year, the Minister shall notify the Educational Leave Committee of the number of teachers who may be granted educational leave in the coming school year. In any event, the minimum number of teachers who may be granted leave shall be twenty-five (25) per year, or the equivalent. [In any event, the minimum number of leaves which may be granted shall be 3.0 semesters per year, or the equivalent.]

20.05 [31.05] The Educational Leave Committee shall, not later than the 1st day of March of the year of the award, select those teachers who are to be granted educational leave. The number selected by the Committee shall not exceed the number indicated by the Minister in accordance with clause 20.04 [Clause 31.04].

20.06 [31.06] Leave granted under this Article shall be at the rate of eighty per cent (80%) salary.

20.07 [31.07] Upon completion of the Educational Leave, a teacher shall return to the School Board from which leave was granted, for a period of not less than double the period of leave granted.

20.08 [31.08] A teacher granted Educational Leave shall, subject to Article 9 [Article 47], on [upon] return be given the same position or comparable position in the same school, unless it is mutually agreed between the teacher and the School Board that the teacher return to a particular position.

20.09 [31.09] The period in which a teacher is on Educational Leave with pay shall be considered as full time taught.

20.10 [31.10] Nothing in this Article shall be deemed to preclude leave privileges which may be available to teachers under Article 19 [Article 30].

Application for Educational Leave

September 2004 – August 2005

NAME: S.I.N.:

HOME ADDRESS:

PHONE: (Home) (School)

SCHOOL DISTRICT:

PRESENT TEACHING CERTIFICATE:

DEGREES/DIPLOMAS:

Degree/Diploma: Major Field of Study: Date Conferred:

Degree/Diploma: Major Field of Study: Date Conferred:

Degree/Diploma: Major Field of Study: Date Conferred:

CURRENT TEACHING ASSIGNMENT:

DATE OF LAST COURSE TAKEN:

NO. OF YEARS TEACHING: In the Province: _____ Elsewhere: _____

(Note: To be eligible for educational leave in 2004-05 you must have been employed in Newfoundland and Labrador for five years or more by the end of June 2004.)

Have you had paid educational leave in the past? ❑ Yes ❑ No If yes, indicate the duration and year of leave: _____

List of other awards, scholarships, fellowships, etc., which you may receive for the period of leave:

DATES FOR WHICH LEAVE IS REQUESTED: (Period: September - December 2004; January - April 2005; May - June 2005)

First Choice: Second Choice:

Educational Institution:

What program of study do you intend to pursue?

Have you been accepted for this program of studies for the semester(s) indicated? ❑ Yes ❑ No
(If yes, please attach confirmation of acceptance from the educational institute.)

Please give below any additional information related to the criteria listed on page 13 re the decision-making process which you feel would assist the committee in making its decisions. *(Please attach an additional sheet if more space is required.)*

I hereby certify that I fulfill the requirements for educational leave as outlined in Article 20.01 of the Collective Agreement [Article 31.01 of the Labrador West Agreement] and accept the obligation imposed by Article 20.07 [Article 31.07 of the Labrador West Agreement].

Date: _____ Signature: _____

NOTE TO TEACHERS:
Please forward to your School District and from there it will be forwarded to: *Mr. Gary Hatcher, Senior Director, School Services and Facilities, Department of Education, Confederation Building, P.O. Box 8700, St. John's, NL, A1B 4J6.* Application must be received at the Department of Education by **FEBRUARY 1, 2004**. *Districts often have an earlier deadline. Check with your district office.*

OFFICE USE ONLY

Approved on behalf of School District No. _____

which agrees to the provision of Article 20.08 [31.08] and 20.09 [31.09].

School District Comments/Recommendations: _____

Date: _____ Signature: _____
(Chairperson or Director of Education)

Recommended for educational leave by the Educational Leave Committee for the period of:

Program of Study: _____

Date: _____ Signature: _____

That Which Cannot Be Measured

by BEVERLEY PARK

Sometimes we need a nudge to get us going. Sometimes we need reminders of why we do what we do. My reminders come often and in some unusual ways. Here's one that came last year as I drove the roller-coaster hills from Placentia to St. Bride's – marveling again at how breathtakingly beautiful our province is – and how fortunate I am that my work takes me to places I might otherwise never discover. Glad as I am to be a teacher, there are days I wish I were a poet or an artist to somehow capture that beauty.

St. Bride's was what I call a total experience. It has geography and charm and a school community that would be the envy of Rick Dufour. As I drove into town at about 4:30 I thought I would go to the school to set up the room for next day's workshop. I entered the open door and followed the voices into a gymnasium filled with activity. The teacher was inconspicuous among a large group of students practising basketball routines. As soon as they noticed me I was welcomed, as if they knew who I was… and they did. The students were all aware that the teachers were having a workshop the next day; they even knew the topic! [Roland Barth is smiling somewhere, I thought.]

"You must be the woman down from St. John's."

I was.

I was immediately advised to come see the game tonight – but in the meantime they would be glad to help me with my materials.

As I set up, two or three teachers stopped by to say hello and see if I had everything I needed. More students "visited". I felt quite at home… when it occurred to me that I still didn't have a bed for the night. The hotel in St. Bride's is seasonal, so today the counter at Mannings' Store was doubling as the front desk for the hotel. The towering young fellow who handed me the key to my room said "Thanks, miss!"

"What for?" I asked.

"Thanks to you, we got a day off school tomorrow!"

"Oh…that…you're welcome."

Then he quickly made it clear that he had nothing against school – in fact he loved school, but with the big game on tonight… "You are going, right?"

So, I have my workshop prepared. I have a cosy room. It's 6:30 p.m. and the only thing I need is supper! The lady at the restaurant suggests that it would be inadvisable to order now – because if I ate now I'd be late for the game… assuming of course that I was going. Finally, I HAD to ask. "What is this game????" The special event was the school's junior boys' team competing against their moms. The admission was $2.00 (I think) and all funds were going to purchase a new portable organ for the music program.

Wow! What is it the research says about partnerships? about collaboration? about learning communities? I had read it all – here it was – live!

I went to the game.

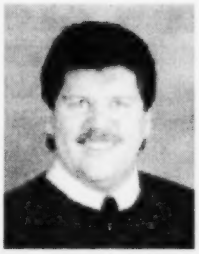
It was wonderful. I'd guess that the youngest there was two years old, or less. The oldest was perhaps 82, or more. There was laughter. There was spirit. There was joy. There was a true sense of community… and I was part of it. Everyone spoke to me so naturally – none of that fake, obligatory "talk nice to the out-of-towner" stuff. The comments swirling around me about the kids, about the game, about the teachers and staff, about the school, were honest assessments of that school community – unsolicited praise for the effort that was creating a wonderful educational experience for the students – their children. I left the game feeling as though I was walking on air. (Okay, maybe I was just a little light-headed from not having eaten.) I headed over to the take-out where we did the post-game commentary, and I ate some chicken and chips. I couldn't wait to do the workshop… and I was glad that the topic wasn't "Building school-community relationships". I knew there wasn't much I could teach them about that!

While the experience I have just recounted was about a visit I made to St. Bride's, it could be about any one of hundreds of communities across this province. October is "Thanksgiving" month but surely it is okay to give thanks at other times as well for these vital, vibrant communities that we, as teachers, contribute so much to and that in return, sustain and support us and our work.

There's an incredible amount of talk these days about accountability and tests and scores and ranks and finding out if we are "measuring up". For months now I have been in the thick of these talks, in meetings and focus groups and committees. Then I remembered a wonderful experience I had last year and I was reminded that many of the truly important things about education are those things which cannot be measured.

Oh… by the way, I think the game ended in a tie… but does the score really matter?

Beverley Park is an Administrative Officer in the Professional Development Division of the NLTA. She extends special thanks to Fatima Academy and its wonderful community.



2003 Oxford Round Table

On the Superintendency and the Principalship: A Reflection

by GERALD N. J. MERCER

The invitation to participate in the 2003 Oxford Round Table at St. Antony's College, Oxford University arrived on my desktop at one of the most inopportune moments in October 2002. It was nestled among a flurry of envelopes and special offers designed to revolutionize student learning and make the administration of a vibrant school community effortless. The office intercom was buzzing as there was a parent demanding to see me to discuss her most pressing of issues and I could only imagine whose agenda would make its way to the top of my list of priorities. So, the invitation stayed on the far right-hand corner of my desk awaiting a quiet moment for it to be opened. That time came late on Friday afternoon.

The letter commended me on my inclusion in a select group of 45 educators from around the world who were being invited to participate in the seventh annual "Oxford Round Table on the Superintendency and the Principalship" at St. Antony's College in the University of Oxford, Oxford, England from July 27 - August 1, 2003.

The bell to end the school week rang and I immediately tossed the letter into the recycling bin and headed into the foray of students packing bookbags, sporting smiles and chattering.

Afternoon strolls through the primary corridor always serve to adjust an administrator's thinking and outlook. Something struck me that afternoon and I returned to my office to retrieve the letter from the bin and re-read it with renewed interest. Perhaps the appeal was the prospect of attending a conference at Oxford University in the summer, or the lure of conversing with other educational leaders who were grappling with current practice challenges. Whatever it was, my interest was tweaked and I had to explore the prospect further.

The Oxford Round Table is the brainchild of Dr. Kern Alexander. His vision was to bring together educational leaders from around the world to debate current practice in light of current research. His strategy was to identify and invite worthy participants, put out a call for presentation briefs, design a logical agenda based on the submissions, and bring the participants together to debate the issues. Dr. Alexander's vision has become a reality and 2003 marked the seventh Oxford Round Table in Education.

This year's topic for three Round Tables was, "Designing Leadership and Practices for the Future of Public Education". The first group was comprised of international Ministers of Education and other government officials. The second group, of which I was one, was comprised of principals and superintendents. The third group was made up primarily of trustees and governors with a few principals and superintendents. The three groups identified their own research focuses, examined their own practices and debated issues from personal perspectives. Our Round Table was quite informative and, frankly, satisfying.

A record 53 principals and superintendents gathered at St. Antony's College on July 27, 2003 to begin this year's second Round Table. The participants represented the U.S.A., Canada, England, Australia, Taiwan, and Ghana. Each brought a unique perspective to the conference and was expected to participate frankly and openly.

Early in the morning of July 28, the participants were bussed to The Oxford Union, the venue where the Round Table presentation and debates would occur. Onlookers remained in the gallery and were forbidden to comment or participate in any way.

The first day's presentations set the tone for the week. Dr. Richard Flynn, Assistant Professor of Educational Leadership at Murray State University, Kentucky challenged the participants to: go back to '0' in their thinking; recognize that standards set are standards met; and go home and 'spook the herd' and 'rattle the flock'.

The presentation entitled "Governance Unchanged", ended with a call to establish specific educational criteria for prospective trustees and school district governors. The second presentation entitled "Leadership Training and Issues in the United Kingdom", discussed circum-

stances currently being experienced in Britain and challenges associated with remuneration scales for teachers.

Day 2 brought with it other issues to contemplate and discuss. A British Columbia principal with experience from the prairie provinces and the Yukon Territories shared her challenges associated with educating First Nations students whose families had lost trust in current school structures. The families' legal battles with the church and government agencies have served to alienate the families and to devalue the educational structure. She reviewed the First Nation Restorative Justice Circles as a model that has enabled the school to re-establish trust among educators and families. She advocated a paradigm shift in which the current administrative authoritarian structure is remodelled into a structure that all can trust and embrace.

One of the more significant debates for me came during the third day when a British School Inspector spoke about the institution of "The Common Curriculum" in England and Wales. As the result of low literacy rates, the British government embraced the common curriculum and legislated yearly testing in literacy, numeracy and science. The results are published by school and those seen to be underachieving are given an opportunity to improve else a school inspector is assigned to ensure improvement. His presentation sparked intense debate given the international movement for academic accountability, international ratings and system-wide testing practices.

Other topics, each as important as the next, covered throughout the week included:

- Bureaucratic Paradigm to Dynamic Governance;
- The Future Role of School Administrators in the Public School Governance Models;
- The Constants of the Future;
- Pluralism: Implications for Innovating Educational Practices;
- Reinvented School Districts Enable Reinvented Public Schools;
- Economics, Gender and Power.

The Round Table agenda made time for some touring. Afternoon visits to Salisbury Cathedral, Stonehenge and Blenheim Palace allowed the participants to shake the educational focus and sample some English history and architecture. The evenings were spent banqueting in unforgettable college dining halls and nightcaps were had at local pubs where former students such as J.R.R. Tolkien and Lewis Carroll tipped a few.

In the wrap-up session, the participants of this 2003 Oxford Round Table undertook plans to continue to debate research and to write briefs and reaction papers collectively. Time will tell how committed the group will become, but one thing is sure – I left the Round Table with a feeling of satisfaction, a feeling of knowing that our education system, with its foibles and challenges, is competitive and right for our children. We have a tendency to adhere to the "grass is greener on the other side of the fence" conviction. If not anything else, my experience with the Oxford Round Table has strengthened my belief that Newfoundland and Labrador educators can be proud of their achievements and should promote their successes in the face of an underfunded and underresourced school system.

As I walk through the corridors of my school, speak to members of my School Council, plan the best possible educational experiences for my students that my resources will allow, share educational perspectives with other educators, build a vibrant learning community and choose which issues are truly priorities, I am reassured that the educational experiences that we offer the students in Newfoundland and Labrador are comparable and competitive and the greener pastures are right here on "The Rock".

Gerald Mercer is Principal of St. Andrew's Elementary School in St. John's.

Reading and Writing the Lives of Children

by KEITH SAMUELSON

Every summer an enthusiastic group of Whole Language teachers gather in a different North American city to attend an institute which is dedicated to their passion for teaching English holistically. This past July about 200 of these teachers spent four exciting days at the Radisson Riverfront Hotel in St. Paul, Minnesota learning from each other and a variety of guest speakers.

The National Council of Teachers of English (N.C.T.E.'s) 14th Annual "Literacies for All" International Whole Language Summer Institute was presented by the Whole Language Umbrella (WLU) of the National Council of Teachers of English in cooperation with the Center for the Expansion of Language and Thinking and the Bloomington, Indiana Chapter of TAWL – Teachers Applying Whole Language.

"In an era of standardized testing and "one size fits all" curriculum, "Teachers Applying Whole Language" continue to transform and broaden their thinking and teaching practices to best meet the needs of all students."

The "Literacies for All" theme reflects a vision of literacy as a multifaceted and complex endeavor. In an era of standardized testing and "one size fits all" curriculum, "Teachers Applying Whole Language" continue to transform and broaden their thinking and teaching practices to best meet the needs of all students. Whole Language teachers are advocates for what they know about language and learning, and this conference focused on the fact that it takes place in a social, historical, political and cultural context.

"Reading and Writing the Lives of Children" is a sub-theme which emphasizes that the children in our classrooms should be at the center of our thinking. Every child has something of value to contribute. How do we orchestrate learning experiences which respects and honors their strengths and talents?

This year's format was designed to provide participants with possibilities and strategies for celebrating the teaching and learning process in different contexts. The conference featured seminars, sessions, panels and roundtable discussions as well as morning, lunch hour and evening speakers and a Whole Language Town Meeting related to the conference theme and sub-theme.

Seminars on various topics were scheduled for three to six hour's duration. These sessions, which were organized around a team of up to six university professors, researchers and classroom teachers, provided participants with extended opportunities to engage with an identified topic. For example, one six-hour seminar focused on "Read and Retell", an all-purpose strategy for teaching, learning and assessing students' development as readers and writers. Brian Cambourne, an Australian professor from the University of Wollongong, and Sandra Whiteis, an American teacher from South Dakota, shared how the strategy has been extended, modified and developed since it first appeared. Cindy Bird, from the University of Toronto, used theories of reading and film interpretation in a three-hour seminar which examined the popular television series *CSI: Crime Scene Investigation* as a strategic instrument to read the pop cultural lives of adolescents and engage them in literary experiences.

Sessions and panels enabled presenters or a panel of presenters to discuss a topic in depth. Stacey Miller from the University of New Mexico presented a case study on "Cultural Heuristic Writing Assessment". The purpose of this study was to examine how a student's culture interacts with the writing process and how secondary language arts teachers consider students' culture when assessing their writing. Marie Emmitt from Deakin University in Melbourne, Australia and Lorraine Wilson, an educational consultant in Melbourne, explained how social justice, cultural literacy and multiple literacies are all integral to and encompassed by Whole Language.

Roundtable discussions were informal opportunities to converse about emergent theories, classroom data and innovative practices. Participants could rotate every 30 minutes in order to explore a variety of topics. At the " Reading for Justice" Roundtable, Bette Goldstone from Arcadia University in Glenside, Pennsylvania discussed cultural literacy teaching strategies that encourage middle school students to become active investigators into the deep meaning of texts by searching for biases, multiple perspectives and underlying values. University of Michigan professor Rose Casement's Roundtable investigated the representation of diversity children's literature, including gender, socioeconomic status, geographic influences, religion and lifestyle. Other roundtables focused on such diverse issues as the Whole Language and Phonics First Debate, Interdisciplinary Inquiry, Using Personal Pictures to Inspire Better Writing, Meaningful Learner Assessment and Creating a Compassionate Community.

Morning, lunch hour and evening speakers also featured a variety of approaches to the conference themes. Susan Ohanian, a longtime classroom teacher, freelance writer and adviser for the John Dewey Project on Progressive Education at the University of Vermont, explained in "Teaching in Tough Times: Stories and Strategies" that educators have a professional duty to oppose oppressive government mandates and share stories of grassroots efforts. David Bouchard, an award-winning Canadian author of over 20 children's books, stressed the importance of reading to children. He said that children must also see adults read and hear them talk about their favorite books. Everyone should have "Favorites to Call Their Own". Renowned educator David Booth, the author of numerous books on many aspects of learning and coordinator of elementary programs at the Ontario Institute for Studies in Education, presented "Guiding the Reading Process" as an important step to ensure that all children benefit from a carefully developed, school-wide philosophy that supports their reading growth.

My presentation, entitled "The Global Classroom Initiative", reflected holistic learning theory by providing a vision of a socially just and democratic global classroom. Participants examined innovative practices based on multiple intelligences theory in an interactive discussion about educating students to become responsible global citizens. We critiqued models based on Prince of Wales Collegiate's Holocaust Project (www.pwc.k12.nf.ca/projects/holocaust) and The World Youth Manifesto Project (www.pwc.k12.nf.ca/cida/manifesto), a Global Classroom Initiative sponsored by C.I.D.A., the Canadian International Development Agency. Participants related these learning activities and resources to their practices and curriculum and were given an opportunity to network and "Follow-Up" with other global educators utilizing the internet, international agencies and local community resource people.

I found the N.C.T.E. staff to be extremely efficient, hospitable, considerate and appreciative. It was an honor and a pleasure to work with them and meet so many enthusiastic "Teachers Applying Whole Language". The conference organizers are particularly keen on presenting a range of speakers from diverse backgrounds, which is a distinct advantage for educators from Newfoundland and Labrador. There are many innovative English teachers across our province who have interesting learning experiences they could share with colleagues from other provinces and countries. Those who are interested should check the N.C.T.E. website (www.ncte.org) this fall when the WLU put out a "Call for Presenters" at the 2004 Summer Institute. It is an experience I would highly recommend and I will be pleased to assist anyone who would like to apply.

Keith Samuelson (ksamuelson@pwc.k12.nf.ca) teaches at Prince of Wales Collegiate in St. John's.

Information for Educators

Dealing with Eating Disorders

by PATRICIA NASH

The numbers of cases of eating disorders are on the increase in Newfoundland and Labrador and some steps must be taken within schools to try and be preventive.

This article covers the role of a guidance counsellor in dealing with eating disorders. It examines the approach a school counsellor should take in group presentations or in individual sessions with clients, the signs of an eating disorder that teachers and counsellors should be aware of and the relatively new resources available in this province to deal with this illness.

In researching this article, interviews were completed with health care professionals in St. John's who are the experts in Newfoundland and Labrador on the topic of eating disorders: Dr. Anne Porter, psychiatrist with the Bridges Program; Dr. Anna Dominic, pediatrician with the Janeway Child Health Center's Adolescent Medicine Team; Linda Manning, dietitian at the Janeway; Joanne Simms, Nurse Practitioner with the Janeway Adolescent Team and Nancy White, Social Worker at the Bridges Program.

In the interviews it was strongly recommended by all five of the health professionals that presentations with students at large in school would never be around an actual discussion about eating disorders – what eating disorders are and how students lose weight by using things like restriction, exercise, diet pills and laxatives.

As Dr. Dominic said, "We don't recommend just general information sessions on eating disorders to students… because it is a very high risk population with a higher increase in prevalence in eating disorder behaviors, even as young as in elementary years. They are definitely at risk, taking that information and using it in ways to help themselves lose weight, to achieve weight loss for different events like graduation or prom…it has been shown to increase the incidents of eating disorder behaviors."

Each of the specialists also agreed that in a group there are better overall topics to examine. Dr. Anna Porter thought, " a better approach would be to discuss issues like self-esteem, healthy eating, body images and the influence of the media on girls". Some other general topics that needed discussion were healthy development, healthy relationships, healthy nutrition and lifestyles, peer relationships and assertiveness training. Overall, schools need to promote activities that give positive feedback to young people.

Dr. Dominic believes "programs that would help young people feel good about themselves and develop a good sense of self worth and self value without judging themselves on their body shape and image…these would be helpful… to prevent eating disorders". It was the general consensus of those interviewed that this was the best preventive approach to take in schools.

Dr. Dominic was also concerned that "we're seeing eating disorder behaviors… creeping into the younger grades, into the elementary and primary school, not necessarily in the classic form of anorexia…but the image is out there…even at the younger grades that people are trying to assess where they should be weight-wise".

In individual sessions with students the belief expressed was there would be a more straightforward approach than would be the case with the general group. Dr. Porter's viewpoint is "if you suspect someone has this problem then address the issue directly. It would be the same situation as with a person at risk of suicide". White believes in individual sessions it would be important to let young people know that "eating disorders are scary… people need to know you can die from them…".

Each of the health professionals stated the signs a guidance counsellor should watch out for in order to identify a young person with an eating disorder. The main signs were:

- weight loss (a loss that would be obvious to a casual observer);
- the student being cold and wearing layers of clothes even on a warm day;

• fainting or dizzy spells (especially when going from sitting to standing);
• a preoccupation with weight;
• signs of excessive exercising, e.g., pacing the corridors continually;
• not being able to concentrate;
• hair loss.

It was further noted that for bulimics one would have to watch out for purging and the use of diet pills and laxatives. Also, for bulimics Dr. Dominic suggested, "…they may have callus formation on their knuckles from using their hands to induce vomiting, so over their right hand, of their right index finger, the knuckle there would be a red mark, like a callus, and that's from the teeth scratching the knuckles, plus the acid coming up from the stomach irritating it. So somebody who is regularly purging and using their fingers to do that would actually have that mark."

Another important point made by a number of the health professionals was the value of classroom teachers being alert to signs. It was felt that teachers are in an ideal position to be aware of a young person struggling with an eating disorder. Teachers might pick up on signs that a parent might have missed. This includes the weight loss that could be observed in the school but that parents might not have noticed. A further relevant fact stressed by the group was how these students are mostly A+ students. They are not the "problem" kids, the students who would ordinarily end up in the guidance counsellor's office.

Valuable information is often passed to the guidance counsellor from the peers of the person who is struggling with an eating disorder. It is the peer group who will notice things like a friend eating and then going to the bathroom to throw up. It is the peers who will bring their concerns and " it is fair to act on these concerns, because often times a person with an eating disorder is very much in denial and is not aware there is a problem." (Simms).

Two relevant cautionary notes were given. White pointed out that we tend to discuss eating disorder clients as "she" but that there are male eating disorder clients as well. Dr. Porter cautioned counsellors to be aware that not all eating problems are eating disorders. It could be anxiety; counsellors "… must be open minded; it could be a turn off for teens if an eating disorder is immediately suggested. The teen could become defensive and then might not develop the rapport needed for effective counseling".

Some advice was given as to what steps a guidance counsellor should take if they suspect an eating disorder. The first step is to alert parents and strongly recommend the student make an appointment with their General Practitioner – as it is the G.P. who would make the actual referral to the specialists. White says, "the first step is medical. Because medically these kids can die". There is a possibility, especially in communities with high doctor turn over, that the G.P. would not be aware of the resources available in St. John's to deal with cases of eating disorders. Some of these resources are fairly new. There have also been cases where the G.P. did not know exactly what tests to do on their patients to assess their illness as an eating disorder or to diagnose the severity of their illness. Dr. Dominic has done some G.P. education through telemedicine conferences, to assist family doctors to know exactly what to look for in their patients and about the resources available here. However, it would be very beneficial if counsellors could pass on information about resources to parents or the G.P. and make them aware of the health services available. The main resources are the Janeway with the Adolescent Team (which now has two pediatrician specialists in this field), the Janeway Psychiatry (if patient is less than 16 years of age), and the Bridges Program at the Miller Center, which has a mandate for brief rapid intervention for mental health crisis with young people from age 16-21. Counsellors, notably from the St. John's area, but also from other parts of the province already contact these centers now regarding possible referrals. The Bridges Program can take direct referrals from guidance counsellors.

Because the prevalence of eating disorders is so high, Dr. Dominic believes it would be very beneficial for counsellors to have more training in this area. She stated, "The prevalence is high enough that professionals, especially in education, should all be aware of these problems because they are serious health concerns. And anything the Education Department or the Masters Program could do… to enable guidance counselors, in their training, to learn about this would be great".

A great respect for guidance counsellors was expressed in the interviews. It was noted that the counsellor would probably not be the primary therapist for a young person with an eating disorder, as intensive professional help would be required and often hospitalization. However, when the student returns to school the counsellor could be part of the treatment team. Joanne Simms thought the support of the school and the counsellor was essential for a student going through an intensive outpatient management for an eating disorder.

It is obvious that in Newfoundland and Labrador there are still many health services needed to deal effectively with eating disorders because a number of patients must leave the province for further treatments. However, we are very fortunate to have the dedicated professionals we do have. They are excellent resources for guidance counsellors facing this issue in their schools.

Patricia Nash is a Language Arts Teacher at St. John Bosco School in St. John's and is currently completing a Masters of Counselling/Psychology degree at Memorial University.

"Another important point made by a number of health professionals was the value of classroom teachers being alert to signs."

The Decision to Retire: Financial Implications

by PAT HOGAN

The decision to retire has professional, personal and family dimensions, involving factors like "readiness" and a willingness to take on new endeavors, to redefine ourselves in new roles and pursue deferred dreams. As important as these considerations are, the decision to retire also has important financial implications, which are the particular focus of this article.

Retirement marks a shift in a person's philosophy towards money. Prior to retirement, the accumulation of assets was key; after retirement, it is the consumption of assets.

In simple terms, three major parameters are involved in the financial decision to retire. They are linked so that changing one will have impacts on the other two. Let's examine each in turn.

The age of retirement: Your TPP (Teacher's Pension Plan) clearly sets out the age at which you may take regular or early retirement, the years of service required and the formula to calculate your pension. The earlier you retire, the less money you contribute and the fewer credits you accumulate in the Teacher's Pension Plan, your Severance benefit, the Canada Pension Plan, and the less you contribute to your own RRSP and non-registered savings. And bare in mind, your future retirement income will be drawn from these major funding sources. Conversely, by delaying your retirement, for say two years, the more you contribute to each of these, the more your "piggy bank" grows.

Once the retirement parties end, you might take a moment for a reality check. You are 54 years of age; you have taught for 26-30 years. God-willing and good health, your life expectancy is around 80+ years… which leaves you another 26+ years of retirement… the equivalent of another entire teaching career! In fact, financial planners generally take "age 90 for the younger spouse" as a conservative estimate of life expectancy in doing financial projections, so a planning period of 25-35 years is not out of the question.

Your retirement income: This refers to your (after-tax) disposable income that will sustain your lifestyle during your retirement years. Hopefully by retirement day, you will have paid off your mortgage(s), retired all your debts, and assisted your children with their higher education needs (to the degree you wish). The key question becomes… how much can you afford to spend (so you don't run out of money)? For "young" retirees (in the age range 55-70), financial resources may be consumed more rapidly as travel, visiting children/grandchildren, and the active pursuit of new hobbies prevail. It is probably no wonder that many "young retirees" turn to paid part-time or full-time employment for a number of reasons. For "older" retirees, (over age 70 or 75), financial resources may be consumed more slowly as life takes on a slower pace.

Savings required: This refers to the amount that must be saved to provide that income over the 25-35 years of retirement. The key question becomes… how much will you have to save (in an RRSP or non-registered investments) to augment your Teacher Pension, your severance, your OAS and Canada Pension Plan benefits? Example: Jack and Louise (both aged 47) are both considering "early retirement" at age 55, instead of age 60. If they do:

- Jack will lose 5 years of potential pension credits;
- Louise will contribute less to her pension plan by 5 years;
- This will result in reduced pension benefits, reduced severance benefits, and reduced CPP credits for both of them;
- They will have 5 less "working years" to accumulate both RRSPs and other savings;
- They will have 5 more "pension years" over which the retirement income must sustain them.

To achieve their dream of "early" retirement, and to offset these drawbacks, they will both want to:

- resolve to maximize their RRSP contributions each year going forward;
- gradually – in annual stages – use up all their past unused RRSP contribution room;
- after completing the above, consider making a $2,000 overpayment to both RRSPs (perfectly legal);

• get professional advice on spousal RRSPs (to enhance their future tax position) and the allocation of various assets within each RRSP (to maximize their rate of return);
• if and only when all the above is in place, commence setting aside money in a non-registered account.

So, retirement age, retirement income, and the savings required are inseparable. Lengthen/increase one and the other two are shortened/decreased. To maintain equilibrium, adjustments will have to be made to one or both of the other two factors. If you want to retire earlier, short of winning the lottery, you must *either* begin to save more towards retirement *or* accept a reduced level of retirement income.

Sources of Retirement Income
(excluding employment or rental income)

There are seven pillars that support your "financial house" in retirement: your TPP (Teacher's Pension Plan); CPP (Canada Pension Plan); OAS (Old Age Security benefits); your home equity; your RRSP, spousal RRSP, etc. (registered investments); non-registered investments, e.g. savings accounts, GICs, Canada Savings Bonds, stocks, mutual funds, etc.; and your life insurance coverage.

Your retirement income will be drawn from these seven sources – the first four listed are out of your hands but the last three are within your control. The amount of your Teacher's Pension, the CPP benefit, and the OAS benefit are determined by legislation or collective agreement; your home equity is determined by market forces. However, while you are in your contributing years, you can influence the three remaining "pillars", i.e. RRSPs, non-registered savings and your life insurance coverage. So let's discuss these three concerns that you can influence.

RRSPs and Non-Registered Savings

So saving for retirement for most of us involves building up assets in our RRSPs and non-registered savings to later supplement our other sources of income after we retire.

Three "Wild Cards": Rate of Return – Investments inside your RRSP accumulate tax-free and over time enjoy compound growth. Investments placed in non-registered savings will generate interest income (heavily taxed), dividend income and capital gains (not so heavily taxed).

Some General Advice

• Depending on your personal "investor profile", which reflects your investment goals, risk tolerance, time frame and your comfort level, most investors choose a diversified portfolio of securities including equities for capital growth, fixed income securities like bonds for income, and cash for safety and capital preservation. The amount to be allocated to each asset class will be the key factor in determining the growth of your portfolio.
• Consider maximizing both yours and your partner's RRSP contributions; use your past unused contribution room to catch up. This strategy is the most effective way of saving for retirement and it will also save you taxes!
• Use a Spousal RRSP so as to get funds into the hands of the lower-income partner where it will be taxed at a lower rate on withdrawal later.
• Roll over your severance directly into your RRSP and pay no tax on receipt.
• When you have completely maximized your RRSP (and your partner's RRSP), then start a non-registered investment account to augment your "piggy bank". Because it is a non-registered account, you cannot, unfortunately, get any tax saving and all subsequent monies earned will not escape being reported and taxed annually.

Hint: There is a way to structure your investments to minimize the tax bite. Place bonds, GICs etc. (that produce heavily-taxed interest income) inside your RRSP, where they are tax-sheltered. Then place equities – common shares or stocks (that produce capital gains) and preferred shares (that produce dividend income) – outside your RRSP in your non-registered account, where they will receive tax-preferred treatment. A Financial Advisor would gladly assist you in doing this.

Inflation: The Consumer Price Index (CPI) is a measure of the eroding purchasing power of the dollar over time. For example, over a 35 year retirement planning period, with a 3% annual inflation factor, $1,000 would have to grow to $2,813 to retain its present buying power. Financial Planners and their clients would be seriously negligent to ignore the effects of inflation over time.

Taxes: Taxes have been your largest single expense during your working life; things won't change after you "hang up your chalk". Granted your taxable income will probably be lower in retirement and you will also qualify for the "pension" and "age 65" credits. So any professional financial projection will account for both yours and your partner's taxes as they change yearly, not to mention changes in tax rates, credits and deductions as Ottawa changes the laws.

In truth, you can only make educated guesses in trying to project your future annual disposable income in your retirement years, as these three "wild cards" – rate of return, inflation, and taxes have a critical bearing on your savings.

(cont'd. on page 26)

Life Insurance

Our own NLTA life insurance coverage is group (not individual) and term or temporary (not permanent). That is to say, the group policy covering us all ends at age 65 with a paid-up death benefit of $10,000 – enough to cover funeral expenses! Put clearly, if you were to die on your 65th birthday, you can't count on your NLTA coverage to help your survivors much. It is protection, pure and simple, and of great benefit, geared for the most part, to the practicing teacher. In fact, the aim of group term insurance is to provide group members with low-cost, high face-value insurance coverage to meet the huge financial obligations on your survivors following your untimely death. Fortunately, for retired teachers, these particular risks have diminished.

However, new estate planning issues now present themselves to retirees… the income taxes owing on RRSPs on the death of the second partner, capital gains taxes owed on property on death, the desire to leave a legacy to loved ones, the desire to endow a charity, and the loss of income on the death of the first partner. This is where permanent life insurance can be the solution to the problem or the answer to the question.

The question then becomes… Why should the senior working teacher (or) retired teacher consider permanent, individual life insurance? What role can it play in our financial planning for retirement? The simple answer comes in two parts:

The death benefit (to your beneficiary) can serve to augment and remedy the shortfall in your partner's "survivor's pension", which will amount to only 60% of your pension while alive. *Example:* Prior to his untimely death last year at age 66, Fred collected $30,000 from TPP, $8,000 from CPP, and $5,000 from OAS, for a total of $43,000 before taxes. On his death, his widow, Sue was entitled to $10,000 paid-up death benefit from Fred's NLTA group "A1" life insurance (all his other coverage had terminated on his 65th birthday) and the $2,500 CPP death benefit, which she had been reminded to apply for. Since then, Sue has been entitled, as Fred's surviving spouse, to $18,000 of his TPP survivor pension (60% of $30,000), plus $4,800 of his CPP survivor pension (60% of $8,000) and there are no OAS survivor benefits, for a total of $22,800 before taxes… a 47% decline from $43,000 amounting to a $20,200 shortfall before taxes.

Note: While Sue's lifestyle expenses as a widow will probably decline somewhat after Fred's death, it can only be hoped that she has other financial resources in place in her own name to cushion such a large shortfall as $20,200 annually.

• Preserve your estate by paying your final tax bill on RRSPs or taxable capital gains. Example: Fred's family cottage, registered in Fred's name, which was built over 25 years ago for $25,000 now has a market value of $75,000. On his final tax return, a $50,000 capital gain ($75,000 minus $25,000) will translate into a $25,000 taxable capital gain. With a 40% tax rate, this item alone will produce a $10,000 tax bill!

• Create an estate by providing funds for an inheritance to your heirs. *Example:* Both Fred and Sue would like to leave an inheritance for their two married children consisting of the house and some cash; the possibility of creating an education trust for their only grandchild is also interesting.

• Provide funds to endow a charity. *Example:* Both Fred and Sue have been lifelong supporters of the Canadian Cancer Society. If possible, they would like to make a donation on death to this worthy cause.

Comment (alas) in hindsight:

A modest permanent whole life insurance policy on Fred's life, [or a joint-first-to-die policy] would have provided the funds to pay the tax bill on the cottage and would probably also have provided a lump sum benefit to Sue which could be invested to provide a monthly cash flow to mitigate her ongoing survivor pension shortfall. A permanent whole life insurance policy on Sue's life [or a joint-last-to-die policy] would provide funds to create an estate or to endow a charity or to pay the final taxes owed on RRIFs.

The living benefit (for your use as policyholder or owner) refers to the "cash surrender value" of a whole life policy, which can be accessed while you are alive. This "living asset" can serve to create a tax-free source of income – that need not necessarily be repaid – through a policy loan (from the insurance company) or policy assignment (to a lending institution or bank) to:

• Provide funding for needed long term care, either in your own home or in a health care facility. *Example:* Jerome and Andrea, now aged 78 and 76, purchased a permanent life policy over 20 years ago. They had retained the NLTA "A1" but had cancelled their "A2" coverage, redirecting their former A2 premiums to their permanent policy. Recently, Jerome was diagnosed with Alzheimer's disease. He wants to receive care at home, rather than be sent to an institution. They are considering using the cash values built up in their permanent life policy to help pay for at-home care costs (above the minimal publicly-funded services). Alternatively, they may have to more quickly deplete their RRIFs, consider selling their home or rely on the generosity of relatives.

Note: This situation could have also been addressed by purchasing Long-Term Care Insurance, a relatively new insurance product, designed to pay monthly benefits for in-home or institutional care. It will supplement any care available through Government services, privately

held medical insurance plans or your family's own resources. LTC Insurance is an offshoot of health care insurance that covers the costs of caring for the chronically ill (usually the aged) over a long period of time.

• Provide funding for out-of-province diagnosing or treating the onset of a critical illness. Example: Angela is a single, retired teacher-librarian in her late sixties. She, too, took out her own individual permanent life policy. She has just been placed on an 11-month wait list for an MRI scan, pending an initial diagnosis of breast cancer. She is considering a tax-free withdrawal (policy loan) from her life policy cash values to fund the cost of an MRI in Montreal within two weeks and an expensive treatment regime in a Mexican alternative clinic. A withdrawal from her RRSP would be taxable, so she'd prefer a policy loan. She may choose later not to repay this loan; in which case, the outstanding loan's balance will reduce her beneficiary's eventual benefit.

Note: This situation could have also been addressed by purchasing Critical Illness Insurance, a relatively new insurance product, designed to pay out a one-time, tax-free, lump-sum payment (to use as you choose) upon diagnosis from a list of common critical illnesses.

• Provide funding for supplementary living expenses. *Example:* Bob and Gloria never expected to be grandparents, but it has happened. Now they would really like to visit their daughter and new grandson in Saudi Arabia. They don't want to deplete their RRIF any faster than necessary, so they prefer to access the cash value of their permanent life policy. It is a tax-free withdrawal so less would have to be withdrawn than would be the case with the RRIF (which is fully taxed)

• Provide an effective buffer so that your other financial resources (RRSPs, RRIFs, non-registered investments, and your home equity) won't be depleted prematurely or unexpectedly by some emergency need.

While each individual's circumstances may differ, many people choose to purchase their own privately held permanent life insurance that will pay out tax-free when we die (regardless), unlike group-term insurance that pays out only if we die prior to age 65. It has been observed that term insurance is designed to expire before you do (no protection when you need it most).

So the choice of "moving over" to permanent insurance can be done prior to or after retirement, especially if we are in good health. In fact, the longer we delay, the more costly it becomes each succeeding year and in the interim more health issues may possibly arise. The choice can also be made even if we are in poor health – hence a poor underwriting risk – by using the "conversion option prior to age 65" that is part of our NLTA group policy. This is a particularly valued feature that appeals to those with health issues, for whom life insurance would probably be denied otherwise.

In conclusion, a permanent life insurance policy can serve many different uses both while you are alive and after your death. None of these four death benefits and none of these four living benefits highlighted above are possible with our NLTA coverage after age 65. Permanent life insurance costs more than term life insurance, but premiums are level (i.e. they remain the same for life). Some policies, called "participating whole life", pay dividends which can be used to offset the paying of premiums over time. A Certified Financial Planner (CFP) or Financial Security Advisor can help you examine several possibilities to fit your specific needs and budget.

Pat Hogan is a retired principal/teacher and a life member of the NLTA. After completing his Securities, Insurance and National CFP exams, he is a now a qualified Financial Security Advisor with Facey Financial Planning & Consulting. Pat would welcome inquiries, with no obligation, at 709-754-2143 or email: hogan@roadrunner.nf.net.

MCGILL UNIVERSITY – CENTRE FOR EDUCATIONAL LEADERSHIP (CEL) DISTINGUISHED EDUCATORS SEMINARS SERIES

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January 14 – Assessment as Learning: Strategies for Teachers Seeking to Improve Student Learning; *January 19 – Managing a Competency-based Classroom*; January 23 – La science et la technologie au coeur de projets transdisciplinaires; *January 26 – Science & Technology – Designing & Managing Transdisciplinary Projects*; January 30 – Competency-based Curriculum in High School: An Overview with Actual Classroom Perspectives from Math, Science, English; *February 6 – Reading in the Content Areas*; February 16 – Assessment, Student Learning and Accountability: Lessons from the U.K. and Canada; *February 23-24 – Telecollaborative Learning Projects: Maximizing Learning Through Authentic Web Interactions*; March 26-27 – Surviving & Thriving for Early Career Teachers (Strand A) and Mentoring: The Role of the Experienced Teacher (Strand B).

For further information contact: www.education.mcgill.ca/leadership/.

PRIMARY/ELEMENTARY SIC CONFERENCE

April 29-30, 2004

Hotel Marystown and Sacred Heart Elementary, Marystown. Call for Presenters – If you have a topic you would like to share or know of someone with skills/information that would be of interest to primary and elementary teachers, contact Theresa Jarvis at tjarvis@bpsb.nf.ca. For further information contact Clyde Jackman, Tel: 709-279-2870, Fax: 709-279-2177 or e-mail: cjackman@bpsb.nf.ca.

CTF CONFERENCE: MOVING FROM A CULT OF TESTING TO A CULTURE OF PROFESSIONAL ACCOUNTABILITY

May 13-15, 2004

Ottawa. This conference seeks to engage the teaching profession, our education partners and the wider public in a dialogue intended to move us from the harmful cult of testing to a culture of professional accountability. Featuring plenary sessions by Alfie Kohn, Ken Leithwood, Lorna Earl & Anne Rodrigue, Andy Hargreaves, and Lise Charland. Workshop themes include: authentic accountability; impact of the media on accountability; comparing and contrasting provincial perspectives; redefining accountability; leadership for accountability; strategies for taking control of accountability; impact of accountability on equity issues; alternate indicators of accountability, and teacher testing; implications & alternatives. Registration fee: $428.00 (includes continental breakfasts, lunches, materials and GST). The Ottawa Marriott Hotel is the official hotel for the Accountability Conference 2004. CTF has negotiated reduced rates ($117) and the hotel is holding a block of rooms. Please book early for accommodations which are available on a first-come, first-served basis until April 12, 2004 at 1-800-853-8463.

For more details on the conference, visit the Canadian Teachers' Federation website at www.ctf-fce.ca.

SCHOOL ADMINISTRATORS SIC CONFERENCE

May 19-21, 2004

Battery Hotel, St. John's. Contact Linda Pike, Tel: 709-754-2440/41, Fax: 709-754-1805; E-mail: linda@ves.k12.nf.ca.

Dates to Remember

December 2003

Dec 15	**Department Deadline:** Teacher Exchange applications to Ontario
Dec 31	**Deadline:** 2004 Christmas Card Contest entries

January 2004

Jan 15	**Deadline:** Barnes, Bancroft, Allan Bishop, and Special Recognition Award Nominations
Jan 15	**Deadline**: PD Fund applications
Jan 16-17	NLTA Executive Meeting

February 2004

Feb 1	**Deadline:** Applications for Educational Leave - teachers must make prior application to school district
Feb 26	NLTA Executive Meeting
Feb 27-28	Joint Council Meeting

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Education Week 2004
March 7-13

Sub-themes:
- Expanding Your Horizons
- Reveal the Hidden You
- Opening Doors
- Make a Difference
- Be the Best You Can Be

If you have any resource materials or ideas for activities for Education Week 2004, please submit them to:

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